PRODUCTION NOTE

University of Illinois at Urbana-Champaign Library
Demonstration A-V: A Report on the Audio-Visual Program at the University of Illinois Library School

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Illinois' audio-visual program for librarians was among the first to be established at a major university. Formal inauguration of an A-V course in the Library School in 1942 was the direct result of the vision, enthusiasm, and hard work of Prof. Gwladys Spencer. The nucleus of ideas, equipment and materials which she collected constitute the basic core around which the subsequent program at Illinois has grown. Dr. Spencer died in 1947.

Three years ago, as part of its general curriculum revision, the Illinois Library School established a Demonstration Laboratory to display and demonstrate both A-V equipment and materials, and examples of other types of library furnishings and supplies. The credit course in audio-visual materials and problems was discontinued, and responsibility for introducing library school students to A-V concerns was divided among the established courses of instruction. One half-time graduate student research assistant was appointed to offer informal training in the operation of equipment, assist faculty members with classroom demonstrations, and help in the preparation of audio-visual lists and bibliographies. Most faculty members considered establishment of the Demonstration Laboratory a desirable and necessary step away from formal presentation of an audio-visual course, and in the direction of a diffusion of audio-visual instruction in the general curriculum.

During its first year, 1948/49, the Laboratory gave regular service despite such handicaps as inadequate housing, limited equipment, and lack of sufficient staff time. The faculty members who were most concerned with audio-visual materials succeeded in their efforts to increase the Laboratory's resources and to provide at least minimum opportunities for students to become familiar with several basic types of A-V equipment and materials. Under the supervision of Prof. Alice Lohrer, the Demonstration Laboratory became an accepted center for display and demonstration of A-V equipment and a workshop for the production of new materials. However, as study of the annual report of the graduate student assistant reveals, the work accomplished during this first year was only a fraction of what was actually needed; the lack of suitable space arrangements, soundproofing, lighting, drapes, and storage facilities seriously hampered A-V work both in classrooms and in the Laboratory. In the summer of 1949, A-V equipment and supplies were removed from the room previously designated as the Laboratory and were housed in a less satisfactory part of the University Library building. As a result, A-V services were curtailed, and were further limited by the large summer school classes in the Library School. The absence of some of the faculty who had been most active in the work of the Laboratory resulted in a break in supervision of the program.
In the fall of 1949, a second beginning was made. The faculty appointed a Committee on Audio-Visual Materials and Problems, consisting of Miss Lohrer (specialist on school library problems), Miss Viola James (extension instructor), and the present author (as chairman). The Committee was asked to restudy the audio-visual needs of the Library School and, subject to faculty approval, to organize and operate a suitable program of informal A-V instruction, demonstration, and service. The new audio-visual program of the Library School is now in its third year. It does not consist of a showy staff of specialists with an elaborate collection of unused equipment, but attempts to avoid the gadgetry and splendid isolation of many A-V courses by establishing a broad and general program which touches many parts of the curriculum. Instruction in the cataloging of films and records is the responsibility of specialists and courses in cataloging, and a study of the literature of any field includes appropriate references to all types of materials having relevant content.

One aspect or another of audio-visual aids is considered in the following Library Science courses, as appropriate:

- L.S. 202 - The Library in the Social Order.
- L.S. 251 - Organization and Operation of Libraries I.
- L.S. 301 - Literature of the Humanities and Social Sciences.
- L.S. 302 - Literature of Science and Technology.
- L.S. 401 - Communications.
- L.S. 408 - Cataloging and Classification.
- L.S. 410 - Teaching Function of the Library.

The Illinois Library School conceives of librarianship as that profession having special responsibility for selection, acquisition, organization, and distribution of the significant records of human thought and communication. Questions of form are considered interesting historically, and are treated as such. The problems of the differential care and handling of materials are discussed in proportion to the attention received in current library operations. The printed book, which has been and probably will remain during this era the most important means of individual learning, receives the careful attention it deserves. However the work of contemporary librarians requires some understanding of the importance and effects of all media of communication, and practical ability to organize and use effectively the materials of each. The audio-visual program of the Library School is designed to aid the development of such understanding and ability. Supplementing the formal classroom study which is offered (e.g., A-V learning theory is introduced in Library Science 401 - a theoretical course in mass communications), A-V training opportunities at Illinois include an organized program of laboratory demonstration and practical experience. Supervision of this phase of the work is the responsibility of the three-man faculty committee which meets as often as necessary to discuss matters of general policy and program, and through the chairman to direct the work of two paid assistants. To date, A-V assistants have been chosen each year from the Library School student body on the basis of expressed interest and competence, and the position of an assistant is regarded as an opportunity for advanced training. Currently the program requires the services of one full-time and one half-time worker, and there is need for an additional half-time appointment.

The main physical resources of the audio-visual program are housed in the Library School Library and in the Demonstration Laboratory (display center, workshop, and A-V service unit of the Library School). The Library School Library, a departmental unit of the University Library system, handles the materials of importance to the
total program (e.g., books, periodicals, slides, recordings, and filmstrips). There
are over 3000 slides available (most are 3-1/4" x 4" but some are 2" x 2"; most are
black and white, but some are in color), about 600 phonograph records, 200 filmstrip
and 6 films on librarianship (Books and Libraries: The Wealth Within, Free Reading
for All, Help Yourself, Know Your Library, Library on Wheels, and New Chapters).
The Laboratory houses the larger pieces of equipment, e.g., projectors and playbacks
(see Appendix I), and other materials needed especially for demonstration and in-
struction, e.g., flat pictures, maps, charts, graphs, and blueprints of library
building floor plans. This division of responsibility is purely arbitrary and ad-
ministrative in derivation, but it has proved a convenient working arrangement. The
Laboratory, acting in full cooperation with the Library staff, exemplifies the logi-
cal extension of library services in the audio-visual field. Since all A-V services
in the School (other than the provision of information and of basic materials) are
utilized for training purposes, there is little confusion of function or authority.

The Demonstration Laboratory

The Demonstration Laboratory is designed to achieve four main objectives -
display and demonstration, informal instruction, regular service to the faculty, and
development of special projects. Aided by the cooperation of commercial manufacturer
and distributors, the Laboratory maintains a growing collection of samples of A-V
equipment and materials as well as of library furnishings and supplies. Exhibitors
deposit equipment on temporary or semi-permanent loan and are encouraged to change
display items and "give-away" literature frequently. Representatives of such compa-
nies as Gaylord, Demco, and the Gerstenslager Company (bookmobile manufacturers),
have visited the Library School and offered advice, lectures, and demonstrations on
the handling and use of the products they sell. An extensive file of catalogs and
price lists is kept up to date by the Laboratory staff. Faculty members have helped
to obtain suitable gifts, loans, and purchases, so that the Laboratory now has ex-
amples of most of the common types of A-V equipment, and they are frequently used
in many Library School courses.

The teaching function of the Laboratory is realized most directly through an
organized program of Audio-Visual Field Work. This complements the regular library
practice work required of all students; before graduation, each student who lacks
comparable work experience is expected to complete a 38-hour schedule of familiar-
ization with basic library routines, such as filing, shelving, and desk work. Audio-
Visual Field Work was first offered in the summer session of 1950. It is a non-
credit course of 29 hours, with a limited enrollment. The student applies for ad-
mission to the course and is admitted only if he seems to be able to profit from the
experience and to need it in his program of training. Of 27 students in the field
work program in the summer and fall semesters of 1950, 7 were men and 20 were women;
all but two were graduate students and candidates for the master's degree; 13 were
preparing for work in college and university libraries, 7 for school libraries, 6
for public libraries, and 1 for special library work. A-V Field Work consists of 10
hours of organized group instruction and 18 hours of supervised work; a brief outline
of the instructional content will be found here in Appendix 2.

The supervised practice work is carried on in committees. At the beginning of
each semester, once a student's formal application for Audio-Visual Field Work has
been accepted by the faculty committee and approved by the Assistant Director of the
Library School, he is notified of his admission to the program and asked to submit a
schedule of his other curricular activities. These schedules are studied and each
student is assigned to a committee of four to six members, with primary attention
given to the convenience of calling the committee together for group instruction.
Once membership is complete, each committee is assigned to work in one of four general
areas. These areas represent the basic A-V needs of the Library School, viz., pro-
jection and recording, exhibits, maintenance of bulletin boards and preparation of
special displays, and publication of a mimeographed bulletin. The areas of committee responsibility are changed every four weeks during the winter and spring semesters, and at two week intervals during a summer session, so that during a semester each committee gets instruction and practice in all 4 work areas. At the end of the semester, an evaluation is made of the work of each student and a permanent record is filed in his official folder in the Library School Office. Employers are referred to this record when questions of A-V competence are raised.

Assisted by Field Work committees, the Demonstration Laboratory (in cooperation with the Library School Library) gives audio-visual service to Library School students and faculty. This service is a keystone of the whole A-V program, since successful integration of audio-visual instruction throughout the curriculum obviously depends upon effective and appropriate use of all available A-V resources. Faculty members are consulted individually at least twice each semester for a general review and anticipation of their A-V needs. New faculty members and visiting lecturers are informed of the audio-visual resources available, before they arrive at the Library School, so that they can plan accordingly. During a recent semester, members of the Laboratory Staff met each week with faculty members, guest speakers, and others participating in the development and conduct of a new course. Such advisory service is time-consuming, but is one of the most important functions of the faculty committee Chairman and Laboratory staff. Field work students participate in this planning work as observers.

Regular A-V services available to the Library School faculty include projection and recording; preparation of exhibits and displays; bibliographical searches; A-V counselling; special demonstrations of equipment; production (or arrangement for production) of slides, filmstrips, photographs, and other types of graphic aids; film previews; and on request the scheduling, delivery, and operation of any A-V equipment and material to be used in the Library School or in connection with an approved activity. Complete data on the use of these services are not readily available, save in regard to films. Between September 1949 and November 1950 (covering all of 3 academic semesters and half of a fourth), 89 films were shown in 14 courses (but 43 films were shown in two of these 14 courses), 56 films were shown in the film preview sessions and film forums (described below), 40 films were projected for instructors to preview, 13 were used in the A-V Field Work training sessions, and 5 were included in sessions of the School's Colloquium sessions (student assemblies held each week). This is a total of 200 films in about 15 months; not all of these are different titles, but the above figures do not include repeat showings of the same film in a given class for different semesters. Written evaluations by the faculty of these films (and of other materials and services used) are being assembled and analyzed.

Motion picture films are obtained through the Visual Aids Service operated by the Division of University Extension. Photographic work not suitable for student training is sent to the University's Photographic Laboratories. Recordings which must be of broadcast quality are made by arrangement with the recording service of the University's radio station, WILL. With these extra resources and the facilities maintained in the Library School itself, and with the personnel made available through the field work training program, the Laboratory is able to offer competent and varied audio-visual service.

The fourth function of the Demonstration Laboratory is the development of special projects in the audio-visual field. Participants in the field work program, as well as students electing Laboratory work as term projects for other courses, are able to choose from several such activities. The most extensive project now sponsored by the
Laboratory is a long-term study of non-theatrical 16mm film distribution and use in Illinois. The first stage of this project required the compilation of a union list of film library holdings. The basic list was made by using coded and written entries on McBee Keysort cards; and preliminary sorts by subject, producer, length, color, etc., have recently been made. It is estimated that there are perhaps 3000 different film titles in Illinois (copies of most of which are held by the University of Illinois Visual Aids Service) and in all about 10,000 copies are available from some 75 film libraries of all kinds. Students working on this project not only benefit from the basic information obtained about films, but gain experience in handling an extensive cataloging operation which uses a Keysort system. Keeping this master file up to date will give many future students a similar experience, quite aside from the work to be done by those who will soon begin the task of analysis and follow-up study.

A second major project of the Laboratory involves evaluation and cataloging of a backlog collection of more than 2500 radio transcriptions and recordings, in addition to processing a steady flow of current accessions. Established cataloging rules were revised especially for this work by Ray E. Bowser, Laboratory assistant in charge of the project. The transcriptions and recordings form the nucleus of an archival sound library established by the Library School, in cooperation with the radio station and other University groups.

During 1950, the Demonstration Laboratory cooperated with the Library School in organizing and supervising a number of projects. Studies were made of the slide, filmstrip, and record holdings of the Library. Cataloging of the Library's slide collection was begun in 1949, and recommendations for withdrawals, replacements, and new acquisitions were offered on the basis of a study of the functional values of these materials to the Library School curriculum. The students who studied the curricular goals, interviewed faculty members, and observed library methods of handling and classroom use of these materials acquired some insight into the problems to be encountered and the practices and resources for organizing a library collection of A-V materials appropriate to a program of formal instruction. A project of a different type was a series of 5 library Listening Hours with an attendance of 10 to 40 persons at each. With faculty advice, student committees representing the literature and materials courses selected outstanding examples of recorded music, drama, and speech for presentation during weekly 45-minute programs. This Tuesday noon hour series served to demonstrate the listening hour idea, and enabled its sponsors to present new recordings acquired by the Library School and preview others not readily available or which might be worth consideration for future purchase.

A fourth special project, involving film evaluation, was begun early in the fall of 1949. While films have been used regularly in Library School classes, an examination of titles requested made it clear that Library School students did not have an opportunity to see many examples of the outstanding documentary and non-theatrical motion pictures produced during the last two decades. Nor were all the students exposed to the films available on library problems and service. The 1948/50 film preview sessions held every two weeks by the Laboratory tried to fill this need. Thirty-six films were selected on the basis of subject coverage, individual worth, relation to other films, and (when possible) current curricular needs for illustrative material. Laboratory staff members introduced each film and, when appropriate, a discussion of its worth was held after the showing. During each film preview session, an effort was made to avoid the passive experience of simply viewing the films. Standard resources (e.g., Education Film Guide) and techniques of film evaluation were introduced at each meeting, and students and faculty attending were urged to consider the flaws and merits of each production in relation to its educative and recreational
values and to its potential audience use. A review of the strengths and weaknesses of the film preview sessions led to continuation of the program with some changes, in 1950/51.

In October 1950, an expanded program of serious study of the motion picture as art, education, entertainment, propaganda, and social criticism was begun in cooperation with the Illini Union student activities (Cinema Club), the Visual Aids Service of the University, and other campus groups interested in serious study of the film. An informal advisory council of 7 members (representing 5 University agencies) was formed to direct a series of film forums. The primary aims of the program are to help participants become familiar with specific films and types of films of special importance (in part by bringing to the campus films not generally available), and to develop critical capacity for evaluation of both the form and content of the film as a medium of art and communication. Before the end of 1950, 20 films were shown at five film forums, with an average attendance of over 100 at each; films have been viewed and discussed as documentation, social criticism, and public and private propaganda. The normal procedure of the forum calls for a specialist in the subject presented by the films to give his own comments and lead a discussion after the showing. Library School students, along with others interested in the non-theatrical motion picture, have shared the benefits of expert opinion and group discussion of the films shown. The film forum has added a new dimension to the thinking of many Library School students, and has brought recognition from non-library groups in the University.

In the summer of 1950, four students completed another A-V project which deserves special mention. Using Laboratory facilities and guidance (for completion of a project in Library Science 410 - Teaching Function of the Library), the students undertook a series of interviews with staff members and patrons of several representative public libraries in the state. The interviews were recorded on plastic tape, and later were edited and put together as part of a continuous documentary radio program on library service in Illinois. Those working on the project developed skills in interviewing and tape recording, as a result of continuous evaluation and constructive faculty and student criticism while the work was in progress; they gained new appreciation of the problems of radio program preparation and production, and learned some valuable first-hand information about public library service in both urban and rural areas.

Costs and Rationale of the Program

As yet, there is no reliable yard-stick which can be used to determine the correct size or budget of audio-visual programs in libraries or library schools. Each program differs according to the needs and specific objectives of the clientele or curriculum served. During recent years, many public schools and colleges have kept records of audio-visual expenditures in an attempt to develop a formula for establishment and expansion of new programs. Most such formulas are figured on a per pupil basis. The annual operating budgets of more than a dozen successful school and university A-V programs are divided approximately 50% for salaries, 20% for materials, 15-20% for equipment, and 05-10% for overhead and miscellaneous expenditures.

Table 1 (on next page) presents estimates of actual expenditures for the year September 1950 to August 1951 for the audio-visual program of the University of Illinois Library School, and recommended expenditures for 1951/52 necessary to maintain that program and to expand it modestly. This budget cannot be taken as a guide or model for other institutions, for several reasons. It does not include any part of the salaries of regular faculty and library staff members who participate in the A-V program, nor of clerical assistance, mimeographing, and other services which are
paid for out of general funds. If the expenditures for 1950/51 seem large, and they are larger than any earlier year, let it be said that one of the main lessons learned in the experience at Illinois was the inadvisability of beginning an A-V program without funds for adequate staff, materials, and facilities. No program can be expected to succeed if its scope of operation is below a critical minimum point.

<table>
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<th>TABLE 1. DISTRIBUTION OF EXPENSES FOR A-V PROGRAM AT THE UNIVERSITY OF ILLINOIS LIBRARY SCHOOL</th>
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<tr>
<td>Full-Time Professional Assistant</td>
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<td>Half-Time Student Assistant(s)</td>
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<td>Purchase of New Materials</td>
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<td>Purchase of New Equipment</td>
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<td>Local Production of Materials</td>
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<tr>
<td>Maintenance and Service of Materials and Equipment</td>
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<td>Film Rentals</td>
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(a) Part of the Library School Library budget.
(b) Enough for several filmstrips and a few special pieces of work.
(c) Not including a special appropriation of $3,700 for playback equipment for the Library of Archival Recordings and Transcriptions.

A second reason for not taking the figures in Table 1 as universally applicable is that it does not include the cost of remodeling present physical facilities for A-V use. Few library and library school quarters were designed for A-V use; some remodeling has been done at Illinois but much more remains to be done to have classrooms and Demonstration Laboratory rooms equipped for efficient and satisfactory projection and recording of light and sound waves. A conservative estimate of the cost of this remodeling at Illinois would be $25,000. The expenditure of such a sum by the Library School at any one time is out of the question, so the job of A-V improvement will have to be done gradually as smaller sums become available.

In the third place, it is clear that the figures in Table 1 are valid only for a program with aims like those at Illinois and with comparable resources. It cannot be overemphasized that any library school (or other institution) inaugurating an A-V program of even the modest proportions of Illinois' should proceed only on the basis of reasonably complete agreement as to the aims and content of the program, on the part of the present staff members. At Illinois, the A-V program was designed to
diffuse use and acquaintance with audio-visual materials throughout the curriculum; if one or more individual instructors are out of sympathy with this approach, it is not likely to succeed. Initial development and continued support of an adequate program of audio-visual service and training is not inexpensive, but neither is it prohibitive. The program at Illinois can be regarded as only moderately above minimum at this stage. Beyond the acquisition of basic essentials (such as a motion picture projector, radio and record player, slide and filmstrip equipment), there is no definite plan to follow, and imitation of A-V instruction and facilities offered in colleges of education is not appropriate for a library school. At any one institution only the faculty members directly concerned can properly appraise the desirability of having any given measure of audio-visual service and instruction. Perhaps the single most important consideration is the viewpoint held by those instructors in regard to the place of A-V instruction in the preparation of librarians.

Although more and more teachers are being trained each year as audio-visual specialists, few persons have ever seriously questioned the ultimate logic of extending library training and services into this field. The delegation to libraries of responsibility for audio-visual service has been opposed frequently because of the known lack of skill and interest among librarians and fear among non-librarians that A-V materials will receive secondary attention if they are under a librarian's supervision. These arguments are weak because they are purely temporal, and because just under the surface of many such allegations is the fear of loss of prestige for the A-V specialist and the fear of competition for funds between separate A-V and library groups.

The A-V needs and problems of public librarians are too well known to warrant further discussion here. Admittedly, school and college librarians or others who will supply A-V service to institutions of formal education must understand clearly the ways in which audio-visual equipment and materials should be used in the classroom to implement the teaching program. One must realize that the job of the librarian and that of the teacher while complementary are different. The librarian's task is mainly organization and distribution; the teacher's task is that of utilization. But, until recent years, where could one find librarians with suitable experience and training in audio-visual aids? At the present time, public school systems are guilty of hiring too many untrained A-V "librarians" with the name of Film Specialist, Audio-Visual Director, Coordinator of A-V Services, or a comparable title. Since there are numerous and legitimate non-library offices to be performed, it seems wasteful to slight these other tasks as a consequence of burdening the specialists with matters of ordinary library administration. The usual results of such action have been artificial separations of various types of services and materials, extra costs for building facilities, and the hiring of additional personnel.

The audio-visual training offered at Illinois is designed to give students introductory understanding and proficiency in areas of librarianship not previously acknowledged as such. The program is designed to achieve complete lateral integration with the Library School curriculum. Since no other department of the University offers A-V instruction on a regular basis, the Illinois program must be more complete than those at universities with already established non-library resources. The University of Illinois Library School was recently made a departmental subdivision of the Communications Division. Audio-visual interests from all parts of the University are now represented on Visual Communications, an informal production, policy, and central planning council established within the Division. This council is now studying the facilities required and the many jurisdictional problems which must be resolved before the University at large can enjoy an efficient and complete A-V program of production, research, demonstration, training, and service. The resources of the University Library and Library School figure importantly in this general planning.
The future emphasis and form of the audio-visual program in the Library School will depend upon continuous estimates by faculty and practicing librarians of its importance to training for librarianship. It is to be hoped that increasingly more and more of the routine service functions of the program can be absorbed by the departmental library, and that the Demonstration Laboratory will become an extension of the classroom for each instructor. If in time it becomes clearly desirable to have a special A-V course to lay the groundwork for intelligent appreciation, handling and use of equipment and materials in subsequent work projects, the course will be recommended for introduction on the elementary (undergraduate) level and will be regarded as part of the basic core of knowledge and skills required for admission to graduate study.

Directly and indirectly, the personnel and audio-visual resources of the Library School have been utilized by commercial producers of films and filmstrips, in teacher training programs, in studies of A-V problems undertaken by various national, state and local organizations and committees, and in a number of extradepartmental projects now growing up within the University. In the Library School itself, it is hoped that the A-V program means good demonstration, better teaching in the classroom, and the graduation of librarians who know the full resources and responsibilities of their profession. Projects now under way in the Library School include the preparation of a short filmstrip to illustrate the daily work and facilities of the Library School, the writing of scripts for a series of recordings to aid the in-service training of librarians for discussion leadership, the selection, preparation, mounting and labeling of photographs of library buildings and interiors for wall display, the preparation and revision of the numerous mimeographed A-V lists and bibliographies given regularly to Library School students, a visit to the Louisville (Ky.) Free Public Library to see at first-hand its audio-visual facilities, a study of the possibilities of inaugurating a statewide closed-circuit weekly radio seminar for public librarians, and an analysis of the aims and types of library publicity, announcements, and popular guides in an effort to develop ideas which can be translated into poster form. All of those now working on or associated with one or another of these A-V projects are gaining interests, skills, and general A-V understanding as part of their library school training which should make for better professional service in every field of librarianship represented.

In September 1951, the new audio-visual program of the Library School will begin its fourth year. The A-V field work schedule will have been completed four times, with some sixty students having received direct training and experience. More than 1,000 students will have received A-V instruction in some form. The Library School looks for counsel to all who may be concerned with expanding the scope of library training to include A-V understanding. Is the Illinois A-V program on the right track? Do librarians and schoolmen want employees who have such training? Are librarians (as students) interested in the integrated A-V experience available at Illinois? The answers to these questions will determine the future of the program.

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Numbers in this series are issued at irregular intervals and no more often than monthly. Single copies of any issue are available free upon request; appropriate institutions wishing to receive a copy of all issues should so indicate in writing. The Occasional Papers will deal with some phase or other of librarianship, and will consist of manuscripts which are too long or too detailed for publication in a library periodical, or are of specialized or temporary interest. The submission of manuscripts for inclusion in this series is invited. Material from these papers may be reprinted or digested without prior consent, but it is requested that a copy of the reprint or digest be sent the editor. All communications should be addressed to Herbert Goldhor, Editor, Occasional Papers, University of Illinois Library School, Urbana, Illinois.
APPENDIX 1. A PARTIAL LIST OF AUDIO-VISUAL EQUIPMENT IN THE UNIVERSITY OF ILLINOIS
LIBRARY SCHOOL DEMONSTRATION LABORATORY

Bell & Howell 16mm Projector
Ampro Filmstrip and Slide Projector
SVE Filmstrip and Slide Projector
Bausch & Lomb Opaque Projector
Presto Disk Recorder

Brush Soundmirror Tape Recorder
RCA Two Speed Turntable
Bendix Radio-Phonograph
One 12" Speaker
Turner Dynamic Non-Directional Microphone

Two Portable Glass Beaded Screens
Cine-Kodak Senior Splicer
Magnetic Bulletin Board
Dietzgen Drawing Board
Celestial Globe

Gaylord Charging Machine (on deposit)
Model of Typical Carnegie Public Library Building
Model of University of Illinois Library Circulation Desk Area
Double Section of Hines Co. Demountable Wooden Shelving

On Order in December 1950

Ampro (Stylist) 16mm Projector
Beseler (Vu-Lyte) Opaque Projector
Visual Cast Projector
Knight Tape Recorder
Califone Three Speed Transcription Player

Hallicrafter All-Wave Radio
Two Unidirectional Microphones
Two Non-Directional Microphones
Electrovoice Preamplifier
Metal, Rolling Projection Table
APPENDIX 2. OUTLINE OF THE INSTRUCTIONAL CONTENT OF THE AUDIO-VISUAL FIELD WORK
PROGRAM AT THE UNIVERSITY OF ILLINOIS LIBRARY SCHOOL

A. General Introduction (1 hour, 15 minutes).
   1. Importance of audio-visual knowledge and skills.
   2. Types of A-V equipment and materials available.
   3. Audio-visual responsibilities of libraries.

B. Bulletin Boards and Exhibits (1 hour, 15 minutes).
   1. Physical types.
   2. Principles of arrangement; use of sound, color, etc.
   3. Utilization by libraries.
   4. Special problems.

C. Still Pictures (1 hour, 15 minutes).
   1. Physical types.
   2. Care and handling.
   3. Utilization.
   4. Equipment needed.
   5. Local production.

D. Motion Pictures (1 hour, 15 minutes).
   1. Physical considerations of motion picture film.
   2. How to use 16mm films.
   3. Advantages and disadvantages of 16mm films.
   5. Problems in the organization of film libraries.
   6. Equipment (projector, screens, etc.).

E. Motion Pictures (1 hour, 15 minutes).
   1. Types of film content.
   2. Presentation of samples of film types; discussion of varied purposes and success.

F. Radio and Recordings (1 hour, 15 minutes).
   1. Place in library service.
   2. Where used and with what success.
   3. Physical types of recordings and equipment.
   4. Educational value.
   5. Television.

G. Administration (1 hour, 15 minutes)
   1. Kind of organization needed.
   2. Personnel.
   3. Physical quarters.
   4. Finance.
   5. Training.
   6. Administrative problems of handling and processing materials.

H. Review, Summary, and Final Discussion (1 hour, 15 minutes).